

# **Standards Alignment Crosswalk**

## **Grades 8 and 12**

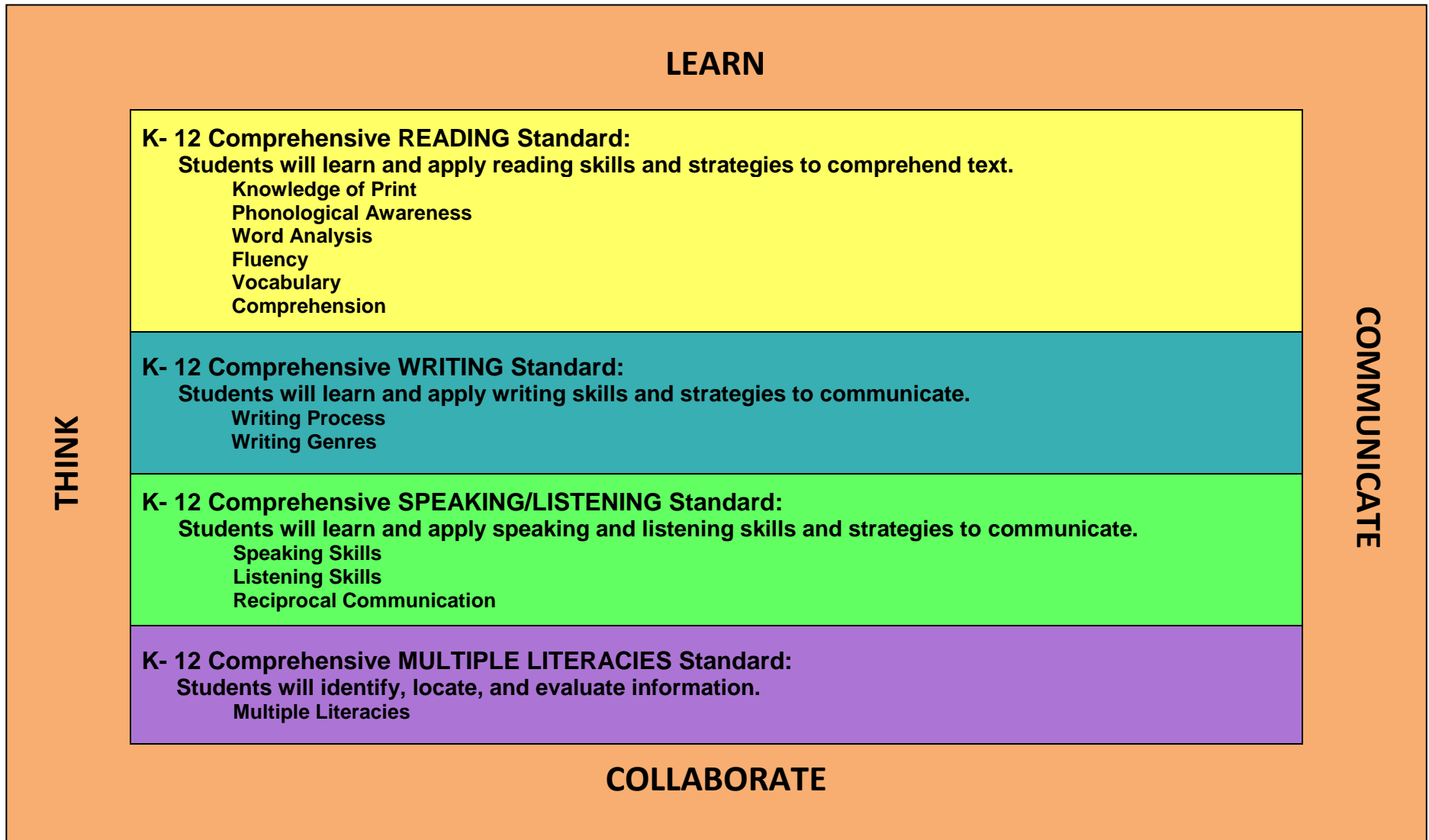
### **Instructions for Using This Document**

The following document represents an alignment crosswalk between the Nebraska Reading, Writing, Speaking and Listening Standards of 1998 and the revised Nebraska Language Arts Standards of 2009.

This document contains the 2009 standards at grades 8 and 12. This is to correspond to the benchmarked grade levels of 1998. Please remember the 2009 standards are designated for grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 12. If you are looking at a grade level not represented in the 1998 version, please look at the benchmarked standards above and below it for alignment purposes.

To the left of each 2009 curricular indicator is a box with a numeral representing the 1998 standard(s) that most closely align(s). The indicators were not numbered in the 1998 version. The new standards are arranged according to key concepts so the alignment will not be exact in all cases. A standard that connects but is not fully aligned is indicated by an asterisk (\*) and “NA” indicates no match.

# Alignment – Grades 8 and 12 Nebraska Language Arts Standards



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**K- 12 Comprehensive READING Standard:**

**Students will learn and apply reading skills and strategies to comprehend text.**

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
Knowledge of Print	<i>Concept mastered at a previous grade level</i>				
Phonological Awareness					
Word Analysis	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	<i>Concept mastered at a previous grade level</i>		
Fluency	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.			
Vocabulary	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Knowledge of Print		Grade 8			Grade 12
Curricular Indicators	<div> <p><i>Concept mastered at a previous grade level</i></p> </div>				

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Phonological Awareness		Grade 8			Grade 12
Curricular Indicators	<div> <i>Concept mastered at a previous grade level</i> </div>				

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Word Analysis		Grade 8			Grade 12
		Students will use structural analysis to read, write, and spell grade level text.			Students will use structural analysis to read, write, and spell grade level text.
Curricular Indicators					
	Concept mastered at a previous grade level				

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
		Grade 8			Grade 12
Fluency		Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.			Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Curricular Indicators					
	8.3.2*	LA 8.1.4.a Incorporate elements of prosodic reading to communicate text		12.3.2*	LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations
	8.3.2*	LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style		12.3.2*	LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style



	NA	LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)		NA	LA 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)
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**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
Vocabulary		Grade 8			Grade 12
		Students will build literary, general academic, and content specific grade-level vocabulary.			Students will build literary, general academic, and content specific grade-level vocabulary.
Curricular Indicators	NA	LA 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies		NA	LA 12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
	NA	LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.		NA	LA 12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
	NA	LA 8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)		NA	LA 12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text

	<div>NA</div>	<p>LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)</p>		<div>NA</div>	<p>LA 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments</p>
	<div>8.1.2*</div>	<p>LA 8.1.5.e Determine meaning using print and digital reference materials</p>		<div>12.1.2*</div>	<p>LA 12.1.5.e Determine meaning using print and digital reference materials</p>

**K-12 Comprehensive Reading Standard:  
Students will learn and apply reading skills and strategies to comprehend text.**

Concept	Grade Level Standards				
		Grade 8			Grade 12
<b>Comprehension</b>		Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.			Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
<b>Curricular Indicators</b>					
<b>Author's Purpose</b>	8.1.7	LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources		12.1.8	LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose perspective, and information from additional sources
<b>Narrative Text</b>	8.1.1* 8.1.4 8.1.7*	LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)		12.1.1* 12.1.4 12.1.5 12.1.8*	LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)
Plot includes sequence of events and conflict/resolution					

	8.1.4	LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)		12.1.5	LA 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)
Informational Text	8.1.1 8.1.5	LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details		12.1.1 12.1.6	LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text
	8.1.5	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)		12.1.6	LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
	8.1.1* 8.1.5	LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)		12.1.1* 12.1.6	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

<b>Multi-Genre</b>	8.1.3* 8.1.7	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres		12.1.3* 12.1.8	LA 12.1.6.g Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding
	8.1.7	LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences		12.1.8	LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres
	8.1.7*	LA 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective		12.1.8*	LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective
<b>Questions/ Answers</b>	8.1.1 8.1.2* 8.1.5* 8.2.5	LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers		12.1.1 12.1.2* 12.1.6* 12.2.5	LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions by analyzing, synthesizing, and evaluating prior knowledge, information from the text, and additional sources to support answers
<b>Purpose</b>	8.1.2*	LA 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)		12.1.2*	LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoyment, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)

<b>Connections/ Predictions</b>	8.1.1* 8.1.6*	LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading		12.1.1*	LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
	8.1.1*	LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct		NA	LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
	NA	LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text		NA	LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
<b>Response</b>	8.1.7* 8.2.2* 8.2.4*	LA 8.1.6.o Respond to text verbally, in writing, or artistically		12.1.8* 12.2.2* 12.2.4*	LA 12.1.6.o Respond to text verbally, in writing, or artistically

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**K-12 Comprehensive WRITING Standard:**

**Students will learn and apply writing skills and strategies to communicate.**

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
<b>Writing Process</b>	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
<b>Writing Genres</b>	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.

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**K-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 8			Grade 12
<b>Writing Process</b>		Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.			Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
<b>Curricular Indicators</b>					
	8.2.2* 8.2.5*	LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information		12.2.2* 12.2.5*	LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information
	8.2.2* 8.2.4* 8.2.5*	LA 8.2.1.b Generate a draft by: <ul style="list-style-type: none"> <li>Defining and stating a thesis</li> <li>Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate</li> </ul>		12.2.2* 12.2.4* 12.2.5*	LA 12.2.1.b Generate a draft by: <ul style="list-style-type: none"> <li>Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject</li> <li>Structuring ideas and arguments in an</li> </ul>

		<p>to the purpose and intended audience</p> <ul style="list-style-type: none"> <li>Identifying and using parallelism to present items in a series and items juxtaposed for emphasis</li> </ul>			<p>effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience</p> <ul style="list-style-type: none"> <li>Applying standard rules of sentence formation, including parallel structure and subordination</li> </ul>
	8.2.3	LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)		12.2.3	LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
	NA	LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing		NA	LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others feedback to improve own writing
	8.2.1 8.2.3	LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)		12.2.1 12.2.3	LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	8.2.3	LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document		12.2.3	LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document

		(e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)			(e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)
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**K-12 Comprehensive Writing Standard:  
Students will learn and apply writing skills and strategies to communicate.**

Concept	Grade Level Standards				
Writing Genres		Grade 8			Grade 12
		Students will write for a variety of purposes and audiences in multiple genres.			Students will write for a variety of purposes and audiences in multiple genres.
<b>Curricular Indicators</b>  Examples of Genres: Essay, story, list, poem, instructions, letter, memo, class notes, memoir, biography, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards	8.2.2* 8.2.4	LA 8.2.2.a Write in a variety of genres, considering purpose and audience		12.2.2* 12.2.4	LA 12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
	8.2.2* 8.2.4	LA 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)		12.2.2* 12.2.4	LA 12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)

	8.2.2* 8.2.4	LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)		12.2.2* 12.2.4	LA 4.2.2.c Select and apply an organizational structure appropriate to the task
	8.2.4*	LA 8.2.2.d Analyze models and examples (own and others) of various genres in order to create a similar piece		12.2.4*	LA 12.2.2.d Analyze models and examples (own and others) of various genres in order to create a similar piece

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**K-12 Comprehensive SPEAKING/LISTENING Standard:**

**Students will learn and apply speaking and listening skills and strategies to communicate.**

Concepts	Grade Level Standards				
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
<b>Speaking Skills</b>	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
<b>Listening Skills</b>	Students will develop and apply active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.	Students will develop, apply, and refine active listening skills across a variety of situations.
<b>Reciprocal Communication</b>	Students will develop and apply reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.	Students will develop, apply, and adapt reciprocal communication skills.

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**K-12 Comprehensive Speaking/Listening Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 8			Grade 12
Speaking Skills		Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.			Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Curricular Indicators	<div>8.3.1*</div> <div>8.3.2*</div>	LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting		<div>12.3.1*</div> <div>12.3.2*</div>	LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
	<div>8.3.1*</div> <div>8.3.2*</div>	LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations		<div>12.3.1*</div> <div>12.3.2*</div>	LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
	<div>8.3.2*</div>	LA 8.3.1.c Utilize available media to enhance communication		<div>12.3.2*</div>	LA 12.3.1.c Utilize available media to enhance communication

**K-12 Comprehensive Speaking/Listening Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 8			Grade 12
Listening Skills		Students will develop, apply, and refine active listening skills across a variety of situations.			Students will develop, apply, and refine active listening skills across a variety of situations.
Curricular Indicators	8.3.1* 8.4.1*	LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)		12.3.1*	LA 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
	8.4.1*	LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery, and purpose.		12.3.1*	LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations
	8.3.1* 8.4.1*	LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated		12.3.1*	LA 12.3.2.c Listen to and evaluate the clarity, quality, and effectiveness of important points, arguments, and evidence being communicated



**K-12 Comprehensive Speaking/Listening Standard:  
Students will learn and apply speaking and listening skills and strategies to communicate.**

Concept	Grade Level Standards				
		Grade 8			Grade 12
Reciprocal Communication		Students will develop, apply, and adapt reciprocal communication skills.			Students will develop, apply, and adapt reciprocal communication skills.
Curricular Indicators	NA	LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)			
	8.3.1* 8.4.1*	LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats		12.3.1	LA 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
	NA	LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a		NA	LA 12.3.3.b Solicit and respect diverse perspectives while searching for

		member of the community			information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)
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	Concepts	Grade Level Standards				
		Grade 5	Grade 6	Grade 7	Grade 8	Grade 12
	Multiple Literacies	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).
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**K- 12 Comprehensive MULTIPLE LITERACIES Standard:  
Students will identify, locate, and evaluate information.**

Concept	Grade Level Standards				
Multiple Literacies		Grade 8			Grade 12
		Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).			Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).
Curricular Indicators					
<div> <b>Multiple Literacies include:</b>   <b>*Core Subject Areas</b>   <b>*Learning and Innovation Skills</b>   <b>*Information, Media, and Technology Skills</b>   <b>*Life and Career Skills</b>   <a href="http://www.21stcenturyskills.org">http://www.21stcenturyskills.org</a> </div>	8.1.2	LA 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)		12.1.2	LA 12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)
	8.3.2*	LA 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)		12.3.2*	LA 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)
	NA	LA 8.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)		NA	LA 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

	NA	LA 8.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)		NA	LA 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
	NA	LA 8.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)		12.1.8*	LA 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)
	8.3.1*	LA 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)		12.3.2*	LA 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
	NA	LA 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)		NA	LA 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)